



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUNOZ

September 21, 2021

DIVISION MEMORANDUM

No. 381, s. 2021

COORDINATION MEETING ON SUSTAINABILITY AWARDS 2021: SEARCH FOR THE BEST IMPLEMENTING SDO OF INNOVATIVE PRACTICES IN PROVIDING TECHNICAL ASSISTANCE TO SCHOOLS

To: Assistant Schools Division Superintendent
Chief Education Supervisors
All Cluster Leaders and Members

1. The Division of Science City of Munoz will conduct a coordination meeting based on Regional Memorandum 422, s 2021 stating the Search for the Best Implementing SDO of Innovative Practices in Providing Technical Assistance to Schools on September 23, 2021 at 9:00 am.
2. Participants to the said activity are the Chiefs of CID and SGOD, All Cluster Leaders and their members.
3. Cluster Leader, utilizing reports on Weekly School Readiness, are required to bring necessary documents/ MOVs based on the criteria stipulated in RM 422. Attached is the list of MOVs per criteria.
4. For clarification, you may contact the Chief Education Supervisor of SGOD, through bernardo.gargabite001@deped.gov.ph or at cellphone number 0917-311-6656.

DANTE G. PARUNGAO, CESO VI
Officer-in-Charge
Office of the Schools Division Superintendent

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Certificate No. 50500731 QM15



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Targeting Pedagogical Improvement for Quality (35%)

STANDARDS: The organizational structure in the TA provision involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers regularly to promote student learning and growth. It is committed to the core business of teaching, learning, and knowledge where quality of instruction is the top priority and ultimately help students learn more effectively.

1 EFFECTIVENESS	2 EFFICIENCY	3 ADEQUACY	4 EQUITABLE	5 RESPONSIVENESS	6 APPROPRIATENESS
The TA mechanism follows the step-by-step process to respond effectively and efficiently to the identified needs and priorities of the schools for the Achievement of the valued outcomes	The organized DFTA team works collaboratively in addressing identified needs and priorities of the schools with a minimal amount of effort and funds required to produce a given level of effectiveness	The TA provision was given adequately, and it is anchored upon the issues and concerns (PIAs) stated in the Enhanced School Improvement Plan SIP of the school.	The TA provision is designed to assist team members to understand more fully their own roles and responsibilities in relationship to the work of the team, and to provide them with an opportunity to share their expectations about the roles and responsibilities of others where effects or efforts are fairly or justly distributed	The TA provisions responds to the unique needs in the delivery of teaching and learning. It satisfies the needs, preferences, or values of the stakeholders. It is customized based on the context of the school and its stakeholders; employing mechanisms that show utilization of contextualized interventions tailored-fit for the learners' diverse needs.	The TA provisions rely on School Assessment Results and other data for collaborative decision making. The demonstration of technical assistance provision adapts to the school situations and localized interventions are based on the identified issues and concerns

Means of Verifications

Supervisory plan, activities, reports TA plan and accomplishment Identified needs of SH and teachers	Follow the TA plan -Action plan anchored on AIP standard evaluation form, ACR of TA activities and their progress and impact	SMEA, SIP, AIP Root cause analysis SBM Level of Practice for 3 consecutive years	Designation signed by the administering authority MOA, MOU, Fidelity Bond	COT, STAR observations TOS, CGs, TGs, LMs Inventory of LMs NAT, ELLN Action Research; Awards and Recognition	Learning management plan; TA Plan and Agreement. SWOT Analysis; Situational Analysis; Needs assessment tool
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MONITORING AND EVALUATION (30%)

STANDARDS: Monitoring and Evaluation in TA improves the performance of the schools in meeting its objectives, and to provide a basis for accountability to stakeholders and the general public. Specifically, it aims to improve the relevance of the TA, to enhance the achievement of results, to optimize resources use and to address issues of target group satisfaction. With appropriate stakeholder participation in TA, an evaluation can promote dialogue and improve cooperation among stakeholders



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With appropriate dissemination, it can also contribute to learning and knowledge-building and evaluation helps education continuously improve their performance and maximize their impact.

1 EFFECTIVENESS Achievement of the valued outcomes	2 EFFICIENCY The amount of effort required to produce a given level of effectiveness	3 ADEQUACY The extent to which any given level of effectiveness, satisfies the needs, values, or opportunities that gave rise to a problem	4 EQUITABLE Where effects or efforts are fairly or justly distributed	5 RESPONSIVENESS The extent that a policy satisfies the needs, preferences, or values of particular groups	6 APPROPRIATENESS The extent that a policy is suitable or fitting to the needs, preferences, or values of particular groups.
<p>The DFTA team conducts data assessment and analysis; develops and formulates plan relevant to the schools situation; M&E in TA is an on-going function that uses the systematic collection of data related to specified indicators to provide management.</p> <p>There is a structured process in M&E.</p>	<p>TA should have an organized team in providing M&E. Mobilizes DFTAT helps address gaps Results reflect continuous improvement of practices and performances resulting in innovative strategies towards school effectiveness</p>	<p>M&E in TA has maximized organizational resources (e.g. human, financial, material, etc.) Operationalizes plan based on available resources</p>	<p>M&E in TA has a systematic and objective assessment of an on-going or completed policy, program or project, its design, implementation, and results.</p>	<p>M&E in TA has a system which identifies areas that have greatest need and impact. The aim is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability of interventions and overall progress against original objectives.</p>	<p>There is a flexible M&E and TA plans. There are responsive tools tailored to identify unique needs. There is a mechanism that tracks organizational effectiveness and health performance</p>
<p>Process Manual (PM) TA Plan Quarterly based reporting on TA provision Crafted & implement-ted</p>	<p>Composition of DQMT/SQMT -Result of FGD between SDO and schools in all PPAs -Minutes of FGD</p>	<ul style="list-style-type: none"> • WFP • AIP • PPMP <p>Inventory Report -Work and Financial Plan (WFP) standard performance measures, performance evaluations</p>	<ul style="list-style-type: none"> • Terms of References • Designation <p>-Memorandum of Agreement between TA provider and school recipient DEDP showing Interfacing of units in identifying needs and goals</p>	<ul style="list-style-type: none"> • Root Cause Analysis • SWOT <p>Situational Analysis -Gap analysis based on the urgency of the TA Contextualized TA Plan to address the needs of the school -Priority Improvement Areas (PIAs)</p>	<ul style="list-style-type: none"> • Adjusted PPAs • Accomplished TA Agreement Form • Accomplished TA Tracking Form • Accomplishment Report <p>guidelines for delivering feedback, and disciplinary procedures, TA provided to the needs and context of the school using appropriate strategies</p>

ENGENDERING SUSTAINABLE COLLABORATION AND ENGAGEMENT (35%)

STANDARDS: The provision of technical assistance can promote dialogue and improve cooperation among stakeholders. The TA contributes to learning and knowledge-building and the performance evaluation helps education continuously improve their performance and maximize their impact.



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1 EFFECTIVENESS	2 EFFICIENCY	3 ADEQUACY	4 EQUITABLE	5 RESPONSIVENESS	6 APPROPRIATENESS
<p>The DFTA team conducts TA that provides an opportunity for the teaching and learning process to flourish for continuous improvement. Ensure that pedagogy teaches students about situations that are mutually beneficial to all stakeholders. DFTAT Provides structured process in TA mechanism that recognize the value of providing students courses that cover sustainability education.</p>	<p>DFTAT mobilizes TA that helps address gaps for school improvement. TA results reflect continuous improvement of practices and performances resulting in innovative strategies towards school effectiveness</p>	<p>The provision of TA has maximized organizational resources (e.g. human, financial, material, etc.)that leads to sustainability of Operational plans based on the contexts of the schools.</p>	<p>TA is grounded on systematic gathering of data; performs an objective assessment and evaluation following institutionalized.</p>	<p>The TA has a system which identifies areas that have greatest need and impact. The aim is to provide timely assessments of the relevance, efficiency, impact and sustainability of interventions and overall progress against original objectives.</p>	<p>Flexibility, substantial and relevance defined technical assistance implemented with responsive tools tailored-fit to identify unique needs; has mechanism that tracks organization effectiveness.</p>
<p>Process Manual (PM) TA Plan Quarterly based reporting on TA provision Crafted & implement-ted</p>	<p>Composition of DQMT/SQMT -Result of FGD between SDO and schools in all PPAs -Minutes of FGD</p>	<ul style="list-style-type: none"> • WFP • AIP • PPMP <p>Inventory Report -Work and Financial Plan (WFP) standard performance measures, performance evaluations</p>	<ul style="list-style-type: none"> • Terms of References • Designation <p>-Memorandum of Agreement between TA provider and school recipient DEDP showing Interfacing of units in identifying needs and goals</p>	<ul style="list-style-type: none"> • Root Cause Analysis • SWOT <p>Situational Analysis -Gap analysis based on the urgency of the TA Contextualized TA Plan to address the needs of the school -Priority Improvement Areas (PIAs)</p>	<ul style="list-style-type: none"> • Adjusted PPAs • Accomplishment <p>TA Agreement Form Accomplished TA Tracking Form Accomplishment Report guidelines for delivering feedback and disciplinary procedures, TA provided to the needs and context of the school using appropriate strategies</p>